

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
August 13, 2026
6:30 p.m.

5:30 p.m. Policy Committee
6:00 p.m. Finance Committee

- I. **Opening**
 - A. Call to Order
 - B. Moment of Silence
 - C. Pledge of Allegiance
 - *D. Approval of Agenda
- II. **Superintendent's Report** – Dr. Aaron Woody, Superintendent
- III. **Public Comments**
- IV. ***Consent Agenda**
 - A. Approval of Minutes for July 23, 2026, Board of Education Work Session, and for July 23, 2026, Board of Education Meeting
 - B. Policies for Approval:
 - Policy 7812 Evaluation of Superintendent
 - C. Personnel
 - D. 2026-2027 Charter Bus Approval
 - E. 2026-2027 Salary Schedules – Bus Drivers, OT/PT, Afterschool and Student Interns
- V. **Information, Reports, and Recommendations**
 - A. Policies for Review – Ms. Michelle Harger, Director of Support Services
 - Policy 3420 Student Promotion and Accountability
 - Policy 8230 Penalties, Fines and Forfeitures
 - Policy 8410 Individual School Accounts
 - B. 2026-2027 District CIP Alignment – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, and Curriculum & Instruction Team
 - C. Summer Camp Updates – Ms. Deanna Wiles, Director of Curriculum & Academic Program Support, and Ms. Julie Brady, Innovation Lead Teacher
 - D. District Partnerships Report - Ms. Michelle Harger, Director of Support Services
- VI. ***Action Items**
 - A. 2026-2027 Budget - Ms. Sandra Spivey, Chief Financial Officer
- VII. **Board Operations**
 - A. Calendar of Events

VIII. Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States or not considered a public record within the Meaning of Chapter 132 of the General Statutes, the Board will enter closed session to discuss personnel and the Superintendent's evaluation.

IX. Adjournment

*Item(s) requires action/approval by the Board of Education

Asheboro City Schools' Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.

ASHEBORO CITY BOARD OF EDUCATION
Regularly Scheduled Meeting
Professional Development Center
August 13, 2026
6:30 p.m.

Addendum

5:30 p.m. Policy Committee

6:00 p.m. Finance Committee

- I. Opening
- II. Superintendent's Report
- III. Public Comments
- IV. *Consent Agenda
 - C. Personnel (addendum added)
 - F. Overnight Field Trip - Asheboro High School FFA to Indiana for National FFA Convention-- October 2026
 - G. 2026-2027 School Fees
 - H. 2026-2027 Rental of School Facility Fees
- V. Information, Reports, and Recommendations
- VI. *Action Items
 - A. 2026-2027 Budget (presentation added)
- VII. Board Operations
- VIII. Closed Session
- IX. Adjournment

*Item(s) requires action/approval by the Board of Education.

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**Asheboro City Board of Education
Professional Development Center**

July 23, 2026

11:00 a.m.

Work Session

Board Members Present:

Gidet Kidd, Chair
Dr. Beth Knott
Dr. Brad Thomas

Melissa Calloway, Vice Chair
Baxter Hammer
Ryan Patton

Hailey Lee
Mikayla Cassidy

Board Members Absent:

Adam Hurley

Staff Members Present:

Dr. Aaron Woody
Gayle Higgs
Chandra Manning
Melvin Diggs
Nikki Domally
Jordan Seagraves
Dr. Ryan Moody

Sandra Spivey Ayers
Anthony Woodyard
Dr. Ana Floyd
Blake Brewer
Lisa Hayes
Graham Groseclose

Dr. Wendy Rich
Dr. Christina Kinley
Deanna Wiles
Marian Gordon
Kelly Patton
Chris Burian

Opening

Gidget Kidd, Chair, called the meeting to order at 11:06 a.m.

Work Session

Dr. Woody welcomed the Board and executive team to the meeting and thanked everyone for attending. Dr. Woody shared that the Administrative Leadership Team summer retreat on Tuesday and Wednesday was a meaningful and successful time with administrators. Dr. Woody also shared that the team also participated in *Working Genius* professional development as part of the retreat.

Dr. Woody introduced Dr. William Lamb, Associate Professor of Leadership Development, to facilitate *Working Genius* professional development. Dr. Lamb motivates leaders to identify and apply solutions in the workplace. Dr. Lamb shared the six types of working geniuses; the Genius of...Wonder, Invention, Discernment, Galvanizing, Enablement, and Tenacity with the group. The group reviewed their assessments taken before the work session. The purpose of the professional development was to help the participants to understand their gifts, frustrations, and their team to find greater fulfillment in their work. Dr. Lamb challenged the group to unpack their talents and use them for the benefit of Asheboro City Schools.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, and upon motion by Dr. Brad Thomas and seconded by Ryan Patton, the Board unanimously approved to enter Closed Session to hear data presentations from the principals.at 2:31 p.m.

Adjournment

There being no further business and upon motion by Melissa Calloway and seconded by Baxter Hammer, the Board unanimously approved to adjourn at 5:28 p.m.

Chair

Secretary

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
July 23, 2026

Policy Committee

Committee Members Present:

Hailey Lee, Policy Chair
Dr. Beth Knott
Scott Eggleston, Attorney

Dr. Brad Thomas
Gidget Kidd, Chair

Mikayla Cassidy
Melissa Calloway, Vice Chair

Other Board Members Present:

Ryan Patton

Baxter Hammer

Staff Members Present:

Dr. Aaron Woody

Gayle Higgs

Michelle Harger

The meeting was called to order at 5:37 p.m. by Hailey Lee, Policy Chair. Michelle Harger, Director of Support Services, reviewed the following (13) policies:

- **3420 Student Promotion and Accountability**
 - o Revises to remove confusion about whose decision it is for promotion for students on the extended content standards and is consistent with 115C-288. Powers and duties of Principal
 - o Note: this is a revision outside of School Boards Association
- **8000 Fiscal Goals**
 - o Annual review
 - o No revisions recommended
- **8100 Budget Planning and Adoption**
 - o Annual review
 - o No revisions recommended
- **8230 Penalties, Fines and Forfeitures**
 - o Change the wording from "county" to "local"
- **8330 Facsimile Signatures**
 - o Annual review
 - o No revisions recommended
- **8410 Individual School Accounts**
 - o Add "assistant finance officer" to wording
- **8411 School Fund Raising Activities**
 - o Annual review
 - o No revisions recommended
- **8520 School Treasurer**
 - o Annual review
 - o No revisions recommended
- **8530 Fidelity Bonds**
 - o Annual review

- o No revisions recommended
- **9010 Site Selection**
 - o Annual review
 - o No revisions recommended
- **9030 Facility Construction**
 - o Annual review
 - o No revisions recommended
- **9130 Supervision of Construction Contracts**
 - o Annual review
 - o No revisions recommended
- **9220 Security of Facilities**
 - o Annual review
 - o No revisions recommended

The meeting was adjourned at 5:40 p.m. by Hailey Lee, Policy Chair.

Finance Committee

Committee Members Present:

Adam Hurley, Finance Chair
Melissa Caloway, Vice Chair

Ryan Patton
Baxter Hammer

Gidget Kidd, Chair

Other Board Members Present:

Dr. Brad Thomas
Hailey Lee

Mikayla Cassidy

Dr. Beth Knott

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey

Mr. Adam Hurley, Finance Chair, opened the meeting at 5:42 p.m.

Ms. Spivey reviewed the information included in the DPI Facility survey that will be presented for Board approval in the meeting. The survey occurs every five years. The County Commissioners must also acknowledge receipt of our survey results. We will be submitting the survey for their approval at their August 3rd meeting.

Ms. Spivey gave an update on the planning for the Zoo School. We continue to work with Bobbitt Construction on documents that will be useful in grant applications.

Ms. Spivey reviewed the state budget item that requires a plan be submitted by DPI for moving all districts to a single ERP system. We are unsure at this time what that will mean for SylogistEd. We are currently in our third year on the SylogistEd platform and have two years remaining on our contract.

With no further business, the meeting was adjourned at 5:53 p.m. by Adam Hurley, Finance Chair.

Board of Education

Board Members Present:

Gidget Kidd, Chair
Dr. Beth Knott
Dr. Brad Thomas
Scott Eggleston, Attorney

Melissa Calloway, Vice Chair
Adam Hurley
Ryan Patton

Hailey Lee
Mikayla Cassidy
Baxter Hammer

Staff Members Present:

Dr. Aaron Woody
Dr. Wendy Rich
Blake Brewer
Michelle Harger

Gayle Higgs
Dr. Christina Kinley
Dr. Ana Floyd
Angel Etheridge

Anthony Woodyard
Sandra Spivey
Marian Gordon
Chandra Manning

Opening

Gidget Kidd, Chair, called the meeting to order at 6:30 p.m. and welcomed all in attendance. Gidget Kidd, Chair, opened the meeting with a moment of silence and led the Pledge of Allegiance.

Upon motion by Baxter Hammer and seconded by Dr. Brad Thomas, the Board voted unanimously to approve the meeting agenda.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Ryan Patton and seconded by Melissa Calloway, the Board unanimously approved the following items:

- A.** Approval of Minutes for June 11, 2026, Board of Education Meeting and Minutes for special called meeting on June 25, 2026
- B.** Policies for Approval:
 - 1310/4002 Parental Involvement
 - 4318 Use of Wireless Communication
 - 6220 Operation of School Nutrition Services
 - 7325 Video and Audio Recordings by Employees
- C.** Personnel (see below)

Asheboro City Schools Personnel Transactions July 23, 2026

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Charles	Kelsey	CWM	3rd Grade Teacher	07/09/2026
Davis	Catherine	AHS	Health Science Teacher	07/07/2026

Lewis	Brittany	AHS	School Counselor	07/30/2026
Muse	Brian	AHS	Math Teacher	07/09/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Trena	CO	Welcome Center Coordinator	07/01/2026
Goss Morton	Shannan	AHS	EC Teacher	08/06/2026
Ozment	Mackenzie	CWM	Instructional Assistant	08/12/2026

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Scarlet	CO	IT Specialist to GIC IT Support/ Spark NC Lab Leader	07/01/2026
Cox	Jody	CO	Director of Facilities & Maintenance to Assistant Director of Facilities & Maintenance	07/01/2026

D. ADMINISTRATOR APPOINTMENTS

LAST	FIRST	SUBJECT	EFFECTIVE
Butts	Julita	Assistant Principal	08/01/2026 - 06/30/2028
Garner	Kerry	Assistant Principal	08/01/2026 - 06/30/2028

Information, Reports, and Recommendations

- A. Ms. Michelle Harger, Director of Support Services, shared the following Policies for Review:
 - Policy 7812 Evaluation of Superintendent
- B. Blue Comet Global Academy – Dr. Wendy Rich, Assistant Superintendent/Chief Academic Office, and Ms. Marian Gordon, Director of Global Education, provided an overview of the district's new remote academy, Blue Come Global Academy, which has been approved by the state. Dr. Rich shared the academy's application and approval documentation from the North Carolina Department of Public Instruction (NCDPI) with the Board. Ms. Gordon presented the vision and program overview for the academy, including how it will support the district's growth and meet the needs of all students, as well as its anticipated academic and operational impacts. She also provided an update on the planning and development of the academy and outlined next steps. The academy is scheduled to launch in January 2027 for students in grades 9-12, with plans to expand to grades 6-8 in Fall 2027.

***Action Items**

- A. Ms. Sandra Spivey, Chief Financial Officer, and Mr. Blake Brewer, Director of Facilities & Maintenance, requested approval of the Facility Needs Survey from the NCDPI Office of School Facilities. Ms. Spivey shared that we are required by the state to complete a facility needs assessment (long range plans) every five years. Upon motion by Ryan Patton and seconded by Hailey Lee the Board unanimously approved the request as presented.

Board Operations

Gidget Kidd, Chair, reviewed the following:

- A. Calendar of Events

- B. The next regularly scheduled board meeting will be on August 13, 2026, in the Professional Development Center, unless otherwise posted.

Dr. Woody shared highlights from the Administrative Leadership Team (ALT) retreat held this week with principals, assistant principals and district leaders. He noted that the retreat centered on three themes from this week: renewed sense of urgency, renewed focus, and alignment.

Dr. Woody provided Board members with a folder containing documentation outlining Asheboro City Schools 2026-2026 accomplishments and points of pride for their review.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, upon motion by Dr. Brad Thomas and seconded by Mikayla Cassidy, the Board unanimously approved to enter closed session to discuss the Superintendent's annual evaluation at 7:33 p.m.

Adjournment

There being no further business and upon motion by Dr. Brad Thomas and seconded by Mikayla Cassidy the Board voted unanimously to adjourn at 8:04 p.m.

Chair

Secretary

POLICIES FOR APPROVAL

Policy Code: 7812 Evaluation of Superintendent

The Board of Education will annually evaluate the performance of the superintendent. Through evaluation of the superintendent, the Board strives to accomplish the following:

1. Clarify for the superintendent and individual board members the Board's expectations of the superintendent.
2. Assess strengths, recognize accomplishments, and determine areas for improvement of the superintendent.
3. Develop harmonious working relationships between the Board and the superintendent.
4. Provide effective administrative leadership for the school system.

The criteria for the yearly evaluation will be based on two components:

1. Progress toward annual goals for the school system established by the Board and superintendent in the fall.
2. Performance of job responsibilities in alignment with accepted performance standards.

The following guidelines will be used in the evaluation process:

1. The Board will review progress toward annual goals.
2. Each member of the Board will complete a performance review evaluation form and submit it to the Board Chairman.
3. The superintendent will submit a written self-evaluation to the Board Chairman.
4. The Board will hold an executive session at the regular August Board meeting to discuss the superintendent's evaluation and develop a consensus report.
5. The Board Chairman is responsible for completing the composite evaluation form which reflects the Board's evaluation. The Board Chairman will meet with the superintendent to discuss the evaluation prior to the regular September meeting of the Board.

6. The Board will meet with the superintendent in executive session at the regular September Board meeting to discuss and finalize the annual evaluation. The final report will be signed by the Board Chairman representing the Board and by the superintendent.

7. The evaluation report is to be considered confidential and accessible only to the superintendent and members of the Board of Education subject to local policies and state and federal statutes.

Adopted: September 8, 2005

Asheboro City Schools

**Asheboro City Schools
Personnel Transactions
August 13, 2026**

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Jonathan	CO	Substitute Bus Driver	08/05/2026
Gossett	Jordyn	CWM	Speech Language Pathologist	08/22/2026
Massey	Syvonja	CO	Substitute Bus Driver	08/05/2026
Parson	Krystal	AHS	Instructional Assistant	08/04/2026

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	Addison	NAMS	Non-Faculty Assistant Softball Coach	08/05/2026
Bradshaw	Teran	SAMS	EC Instructional Assistant	08/12/2026
Bryant	Johnetta	CO	Bus Driver	08/17/2026
Laughlin	Ashley	AHS	School Counselor	08/12/2026
Martinez Norris	Mario	CO	Maintenance	08/17/2026

***C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banner	Leigha	BAL	Reading Specialist to Instructional Facilitator	08/12/2026
Harris	Victoria	CO	Bus Driver to Substitute Bus Driver	08/17/2026
Jones	Rebecca	LP to CO	EC Instructional Facilitator 50% and EC Teacher 50% to EC Program Facilitator	08/12/2026

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
August 13, 2026**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ashley Laughlin	Pfeiffer University B: English Liberty University M: School Counseling UNC - Charlotte PM: School Administration	School Counselor Principal English 9-12 Language Arts 6-9 Science 6-9 Mathematics 6-9 AIG

Ms. Ashley Laughlin has been recommended to serve as School Counselor for the 2026–2027 school year at Asheboro High School. Ms. Laughlin joins Asheboro City Schools from Chatham County where she served as a school counselor and member of the school improvement team. Ms. Laughlin has served as a counselor in elementary, middle, and high school levels while also having a background as a middle and high school teacher. Her diverse background in student support, school administration, and school leadership is a welcome addition to our team. Welcome to Asheboro City Schools, Ms. Laughlin!

Asheboro City Schools
Personnel Transactions - ADDENDUM
August 13, 2026

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auman	Jonathan	CO	Substitute Bus Driver	RESCINDED

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davis	Sylvia	CWM	4th Grade Teacher (Part-Time)	08/12/2026
			Non-Faculty Assistant JV Boys	
People	Maurice	AHS	Basketball Coach	08/13/2026
Rhoney	Justin	AHS	Health Science Teacher	08/12/2026
Woller	Raymond	AHS	Non-Faculty Assistant Track & Cross Country Coach	08/12/2026

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
August 13, 2026**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Justin Rhoney	Western Carolina University B: Science	CTE - Health Science

Mr. Justin Rhoney has been recommended to serve as Health Science Teacher for the 2026–2027 school year at Asheboro High School. Mr. Rhoney joins Asheboro City Schools from a career in Emergency Management Services as a Paramedic. Mr. Rhoney brings a wealth of knowledge in health science and a passionate commitment to fostering student engagement and wellness within the educational environment. Leadership and innovation are central to Mr. Rhoney’s work and he values the importance of critical thinking in both teaching and learning. Welcome to Asheboro City Schools, Mr. Rhoney!



Chartered in 1905

P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

2026-2027 Charter Bus Approval

The listed charter bus companies have submitted all required documentation for consideration for use by Asheboro City Schools for the 2026-2027 school year.

Mrs. Tari Johnson and Mr. Victor Jacobo successfully completed site inspections for both Holiday Tours and Sunway Charters.

At this time, Support Services recommends that the Asheboro City Board of Education approve the following charter bus companies for use during the 2026-2027 school year:

Holiday Tours Inc.
10367 Randleman Road
Randleman, NC 27317

Sunway Charters
2400 Queen City Drive
Charlotte, NC 28208

Approved:

(Board of Education Signature/Date)

**SALARY SCHEDULE
2026-2027**

BUS DRIVER/BUS MONITOR

PAY GRADE	PAY STEP	HOURLY SALARY
51	0	15.00
51	1	15.92
51	2	16.89
51	3	16.89
51	4	16.89
51	5	17.18
51	6	17.18
51	7	17.18
51	8	17.18
51	9	17.18
51	10	17.18
51	11	17.42
51	12	17.42
51	13	17.42
51	14	17.42
51	15	17.42
51	16	18.34
51	17	18.34
51	18	18.34
51	19	18.34
51	20	18.34
51	21	19.86
51	22	19.86
51	23	19.86
51	24	19.86
51	25+	19.86

Substitute Driver Pay = 15.00

**SALARY SCHEDULE
2026-2027**

**OCCUPATIONAL THERAPIST/
PHYSICAL THERAPIST**

PAY GRADE	PAY STEP	MONTHLY SALARY
78	0	5,351
78	1	5,429
78	2	5,479
78	3	5,529
78	4	5,579
78	5	5,629
78	6	5,679
78	7	5,729
78	8	5,779
78	9	5,829
78	10	5,879
78	11	5,929
78	12	5,979
78	13	6,029
78	14	6,079
78	15	6,129
78	16	6,179
78	17	6,290
78	18	6,400
78	19	6,511
78	20	6,621
78	21	6,732
78	22	6,842
78	23	6,986
78	24	7,087
78	25	7,234
78	26	7,381
78	27	7,541
78	28	7,641
78	29	7,741
78	30	7,841

**SALARY SCHEDULE
2026-2027**

AFTER SCHOOL CARE

	HOURLY SALARY
After School I	16.56
After School II	17.66

SALARY SCHEDULE
2026-2027

STUDENT INTERN

	HOURLY SALARY
Intern	\$15.00

2026 99th National FFA Convention and Expo

Submission ID: b0820d6c-90a5-41f3-8912-b990843d881a

Org Name: Asheboro High School

Submitter: Nathaly Trinidad Flores

Submitter Email: ntrinidadflores@asheboro.k12.nc.us

Status: Approved

Note: Date confirmation and Itinerary needed for final approval

Submission Title *

2026 99th National FFA Convention and Expo

The title is used to identify the submission for both submitters and reviewers. Choose something specific but brief.

☒ Overnight Trip

Group Making Request: *

Asheboro Zoo FFA

School: *

Asheboro High School

Destination: *

Indianapolis, Indiana

Date of Trip: *

 October 21, 2026

Number of Students Involved: *

8

Percent of Total Group: *

8

Reasons for Students Not Attending: *

Students attending are a part of the chapter officer team. The trip is open to them because the sessions and activities during the trip help them plan events for the chapter through the year.

Transportation Method: Check box

☒ Activity Bus

Other: Provide details

Flying to IND and would be great if we can go on mini bus to airport.

Number of Vehicles Needed (to be secured by the Central Office): *

1

Number of Drivers Needed (to be secured by the Central Office): *

0

Departure Time: *

8am (10/22)

Return Time: *

5pm (10/25)

Round Trip Miles (estimated) *

60

Estimated Cost to the Student: *

\$ 350

Purpose of the Field Trip: *

National FFA Convention is a week of service, workshops, and leadership sessions.

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an
"*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.
*

Nathaly Trinidad

Sponsor (Group Responsible for Paying for the Trip) *

Asheboro Zoo FFA

If approved, the following procedures must be followed: (1) Written parental permission is required for all field trips.

This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers;private vehicles are used as a last resort;and (3) All Students in class or group shall have an opportunity to attend-means will be provided for students to particiipate when necessary.

☒ I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

Special Comments/Response:

Overnight trip 10/22-10/25 (could be off by a day based on flights)

Form History

	<u>Nathaly Trinidad Flores</u> submitted form	8/3/2026, 12:22:23 PM
	<u>Kacie Kerns</u> approved form	8/3/2026, 3:01:14 PM
	Notes: E Pack will be the bus driver. More details to follow once flights and hotel has been booked.	
	<u>Ryan Moody</u> approved form	8/5/2026, 9:01:53 AM
	<u>Tari Johnson</u> approved form	8/5/2026, 9:10:04 AM
	Notes: Date confirmation and Itinerary needed for final approval	
	<u>Aaron Woody</u> approved form	8/10/2026, 12:44:54 PM

[illegible]

ASHEBORO CITY SCHOOLS

Rental of School Facilities

Fee Schedule

2026-2027

Providing school facilities for community functions such as meetings of a civic, recreational, cultural, or educational nature when sponsored by responsible organizations or groups is considered a desirable public service, but it is not considered a financial obligation on the part of the school system. Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. The following fee schedule for the use of school facilities is therefore established:

Seating	Location	Fee - 4 hours or less	Each Additional Hour
1037	AHS Performing Arts Center*	\$300.00	\$50.00
200	AHS Walker Commons	\$125.00	\$25.00
200	AHS Professional Development Center	\$125.00	\$25.00
263	SAMS Theater	\$125.00	\$25.00
400	NAMS Theater	\$125.00	\$25.00
225	ECDC	\$ 50.00	\$25.00
200	McCrary	\$ 50.00	\$25.00
250	Loflin	\$ 50.00	\$25.00
244	Teachey	\$ 50.00	\$25.00
230	Lindley Park	\$ 50.00	\$25.00
400	Balfour	\$ 50.00	\$25.00

SCHOOL FACILITIES

Additional Classroom Space Available for \$25.00 per hour.

Custodial Fee - \$35.00 per hour per custodian as needed by event.

***Required** - Sound/Light Tech. & Equip. Fee for AHS Performing Arts Center - \$50.00 per hour.

ATHLETIC FACILITIES

Seating	Location	Fee - 2 hours or less	Each Additional Hour
1700	AHS Gym	\$175.00	\$50.00
3000+	AHS stadium	\$250.00	\$50.00
650	SAMS Gym	\$100.00	\$50.00
500	NAMS Gym	\$100.00	\$50.00

Custodial Fee - \$35.00 per hour per custodian as needed by event.

CAFETERIAS

Seating	Location	Fee if Kitchen is Used 4 hours or less	Each Additional Hour	Fee for Cafeteria Seating Area Only 4 hours or less	Each Additional Hour
289	AHS	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
188	SAMS	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
250	NAMS	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
135	CWM	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
150	DLL	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
400	GBT (Combination)	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00
175	LP	\$ 75.00	\$ 35.00	\$ 50.00	\$ 25.00

Custodial Fee - \$35.00 per hour per custodian as needed by event.

Kitchen Manager Fee required if Kitchen is used for All Locations - \$35.00 per hour

POLICIES FOR REVIEW

Policy Code: 3420 Student Promotion and Accountability

A. Purpose

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. Student Promotion Standards

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in [G.S. 115C-83.6](#) *et seq.* and State Board of Education Policies [KNEC-002](#) and [-003](#).

The promotion standards also will require that students not be promoted from eighth grade until a career development plan is completed in accordance with the requirements of [G.S. 115C-158.10](#) and State Board of Education rules and not be promoted from tenth grade until the career development plan is revised. Any high school student who does not already have a career development plan must complete the plan within 90 days of enrollment in school. Career development plans must be easily accessible to students and parents.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. Appeals of Promotion Decisions

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

E. Literacy Interventions

1. Reading Camps

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible

grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans

An Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with reading development and that an IRP has been developed for the student. The notice provided must include all other information required under [G.S. 115C-83.6B](#)(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by [G.S. 115C-83.6A](#).

F. Promotion Standards for Students with Disabilities

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. All students with disabilities must have access to core instruction and intervention strategies in addition to appropriate specialized instruction. For students accessing the extended content standards,

principals shall consider achievement on state standards and progress on Individualized Education Program (IEP) goals when making decisions about promotion and retention.

G. Credit by Demonstrated Mastery

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

H. Credit Recovery

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered and the credit recovery will be tailored to meet the needs of the individual student. The length of credit recovery is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

If the credit recovery course has an associated EOC exam and the student is going to retake it, the exam will be administered no later than 30 days upon completion of the credit recovery course. Beginning with the 2025-26 school year, students shall earn a numeric grade for credit recovery, which will be factored into the pre-existing incomplete or fail course grade on the student's transcript to a degree proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. Repeating a Course for Credit

1. Repeating a Previously Failed Course

As provided in State Board of Education Policy [CCRE-001](#), high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. Credit from Studying Abroad

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

K. Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

L. Reporting Requirements

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

M. Resources

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

N. Notification to Parents

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not

demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with [G.S. 115C-83.7](#)(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in [G.S. 115C-83.7](#)(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under [G.S. 115C-83.7](#)(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

O. Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children ([G.S. 115C-407.5](#)), [G.S. 115C-407.12](#), and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: [G.S. 115C-36](#), [-45\(c\)](#), [-47](#), [-81.5](#), [-83.2](#), [-83.3](#), [-83.6](#), [-83.6A](#), [-83.6B](#), [-83.7](#), [-83.7A](#), [-83.8](#), [-83.9](#), [-83.10](#), [-83.11](#), [-83.31](#), [-105.21](#), [-158.10](#), [-174.11](#), [-288\(a\)](#), [-407.5](#), [-407.12](#); [S.L. 2021-8](#); [16 N.C.A.C. 6D .0508](#), [.0510](#); State Board of Education Policies [CCRE-001](#), [GRAD-001](#), [GRAD-006](#), [KNEC-002](#), [KNEC-003](#)

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students at Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student

Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C. Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Comprehensive Reading Plan for Achievement, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018, September 12, 2019, November 12, 2020, November 17, 2022, August 13, 2024, August 14, 2025

Asheboro City Schools

Policy Code: 8230 Penalties, Fines and Forfeitures

[Article IX, section 7 of the North Carolina Constitution](#) requires that the clear proceeds of all penalties, fines and forfeitures accruing to the State be forwarded to the local school funds to maintain the public schools. The board endorses this source of supplemental funding to the public schools.

The superintendent will seek all funds that the constitution requires to be directed to the public schools. The superintendent will report annually to the board the amount of penalties, fines and forfeitures which have been collected.

Legal References: [N.C. Const. art IX](#), § 7; [G.S. 115C-433](#), [-452](#), [-437](#)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: December 12, 2013

Asheboro City Schools

Policy Code: 8410 Individual School Accounts

The board authorizes the maintenance of appropriate individual school accounts.

All employees and volunteers who handle checks, receipts, deposits, money, or financial records related to the individual school accounts are expected to be familiar with applicable laws and board policies.

The principal is responsible for the proper administration of financial activities of the school in accordance with provisions of law and appropriate accounting practices and procedures. All checks issued from individual school accounts are required to have the signatures of two authorized personnel. Authorized personnel include the principal, school treasurer, assistant finance officer and finance officer.

The school treasurer will perform duties as provided in board policy 8520, School Treasurer.

The finance officer will establish any procedures necessary to help ensure that all funds are handled in accordance with law, board policy, and standards for accounting.

All accounts are subject to audit at any time by the superintendent or finance officer.

Legal References: [G.S. 115C-435](#), [-436](#), [-445](#), [-448](#)

Cross References: Fiscal Management Standards (policy 8300), Daily Deposits (policy 8325), School Finance Officer (policy 8510), School Treasurer (policy 8520)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: May 8, 2014

Administrative Procedure: Financial Procedures Manual

Asheboro City Schools

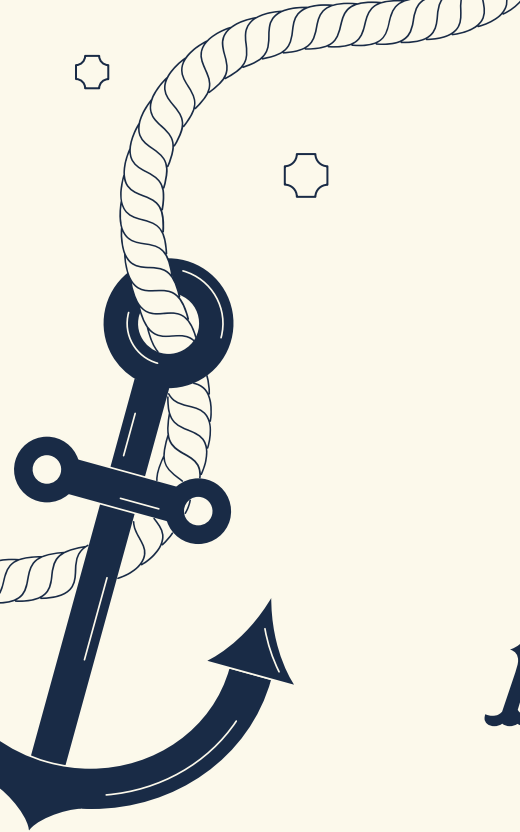


Continuous Improvement Plans Focus Areas

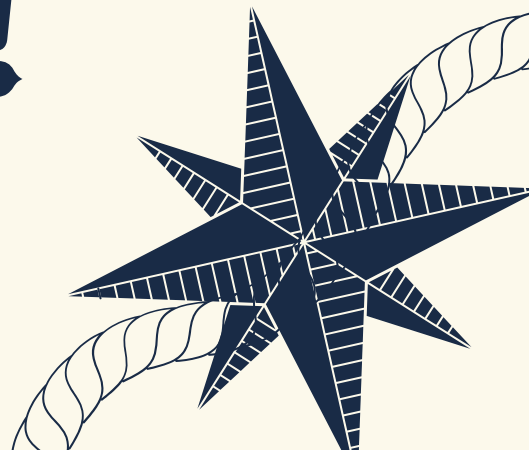
2026–2027



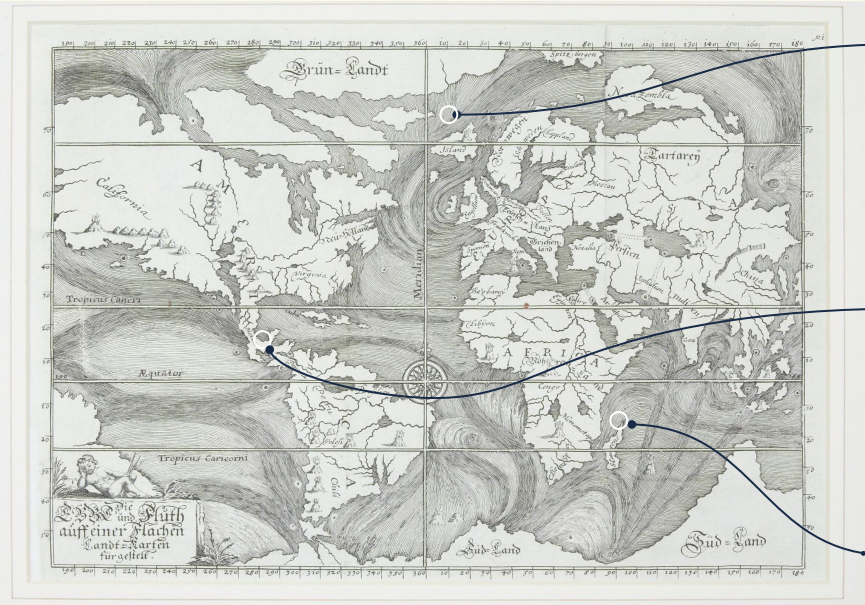
BOE Meeting
August 13, 2026



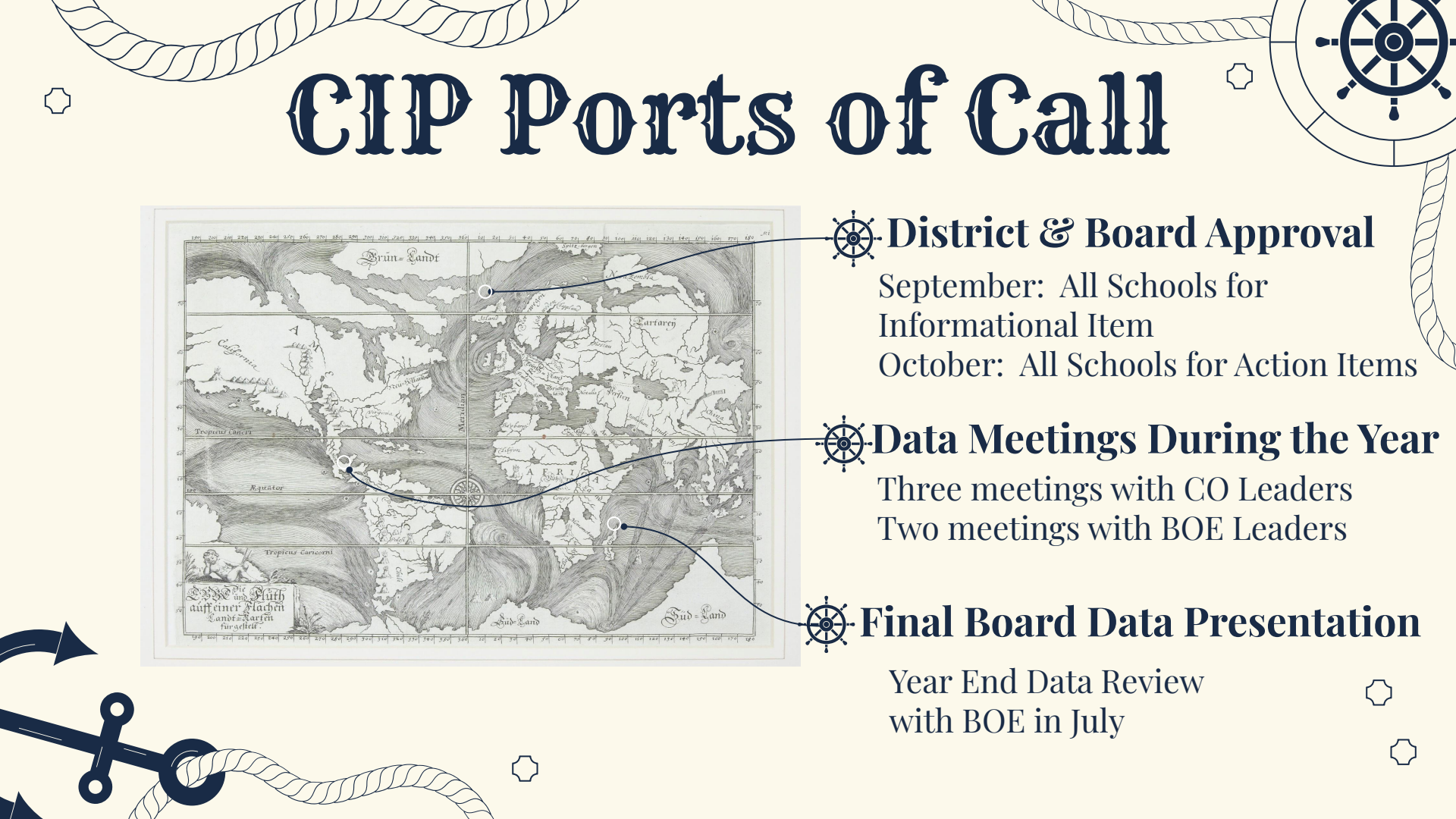
ALL
ABOARD!



CIP Ports of Call



-  **District & Board Approval**
September: All Schools for Informational Item
October: All Schools for Action Items
-  **Data Meetings During the Year**
Three meetings with CO Leaders
Two meetings with BOE Leaders
-  **Final Board Data Presentation**
Year End Data Review with BOE in July



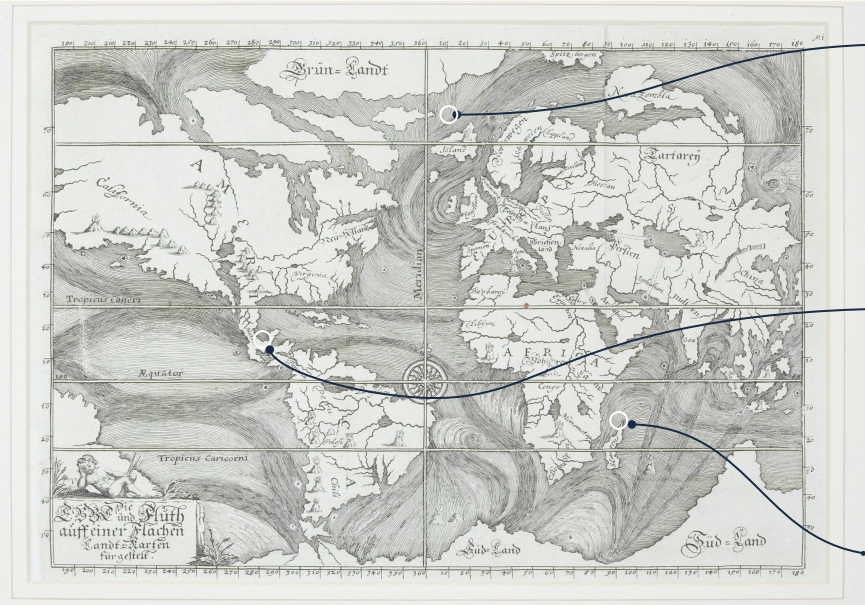
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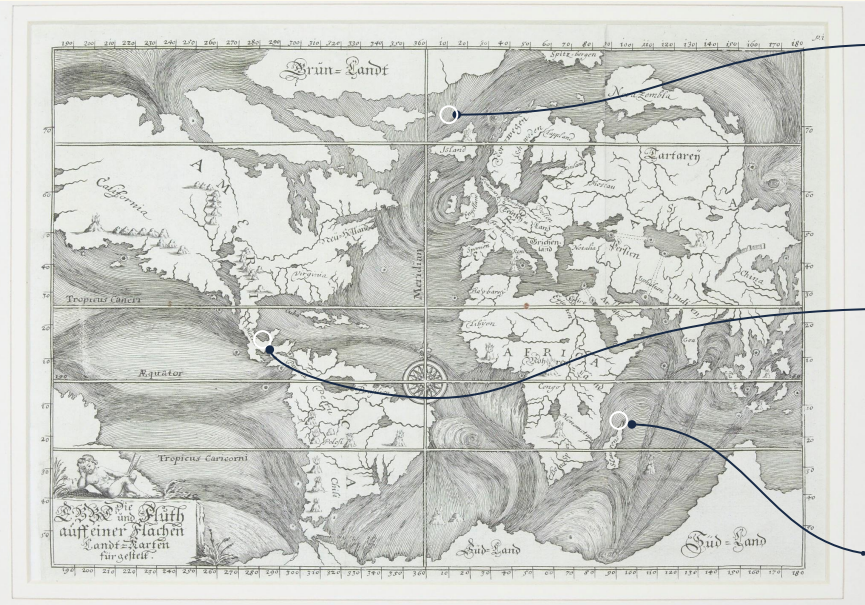
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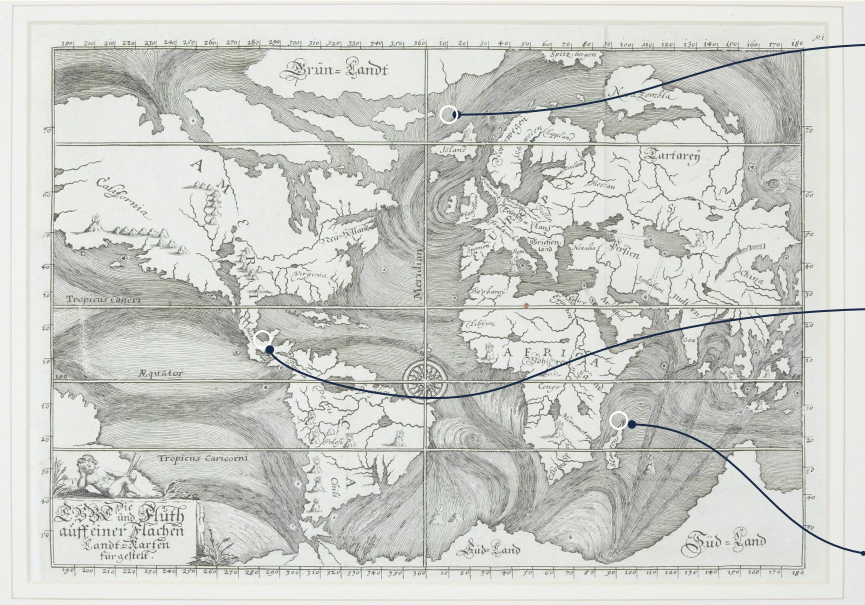
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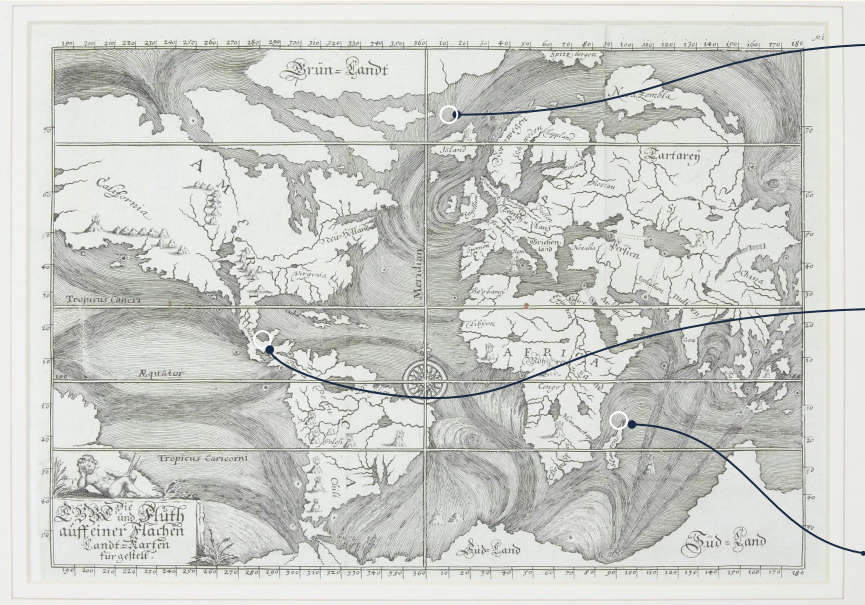
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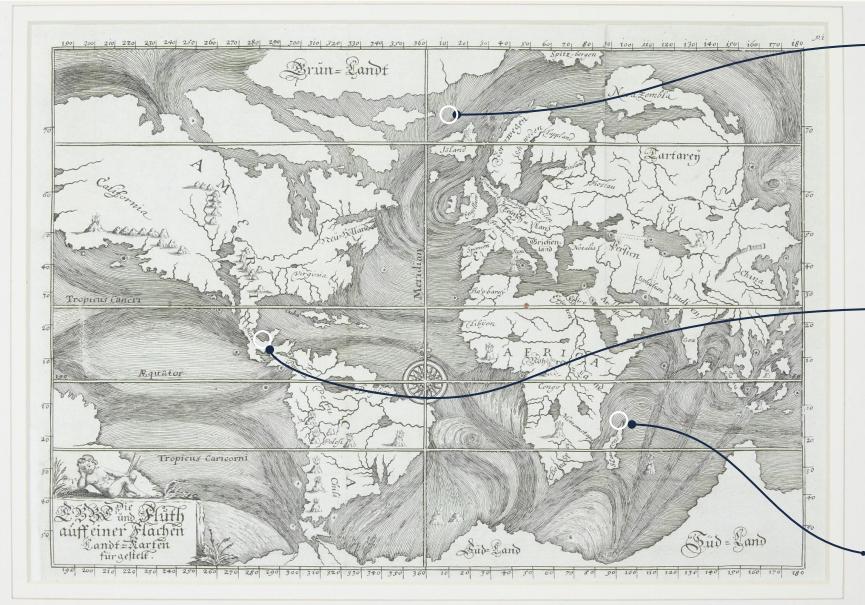
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Dive Deeper
Aim Higher

Aligning School Improvement Processes

Blueprint processes for school improvement:

1. Establish a **mission, vision, and values** that guide the general direction of the school
2. Use **data analysis** for decision making
3. Use a **CIP** to guide goals, strategies and action steps to create a plan
4. Implement **professional development** that serves as the engine for the CIP
5. Differentiate supervision and learning to **monitor** how processes are working in classrooms

Walkthroughs



Aligning School Improvement Processes

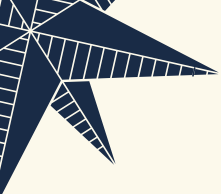
Blueprint processes for school improvement:

1. Establish

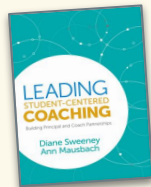
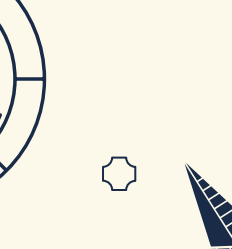
Alignment of these processes determines the success of a school!

4. Implement **professional development** that serves as the engine for the CIP
5. Differentiate supervision of teaching and learning to **monitor** how processes are working in classrooms

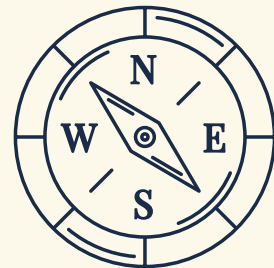




A core function of the system of leadership is translating the vision of the organization into a reality by setting a direction that results in whole school consistency and high expectations.



Leading Student-Centered Coaching
Sweeney & Mausbach (p. 27)

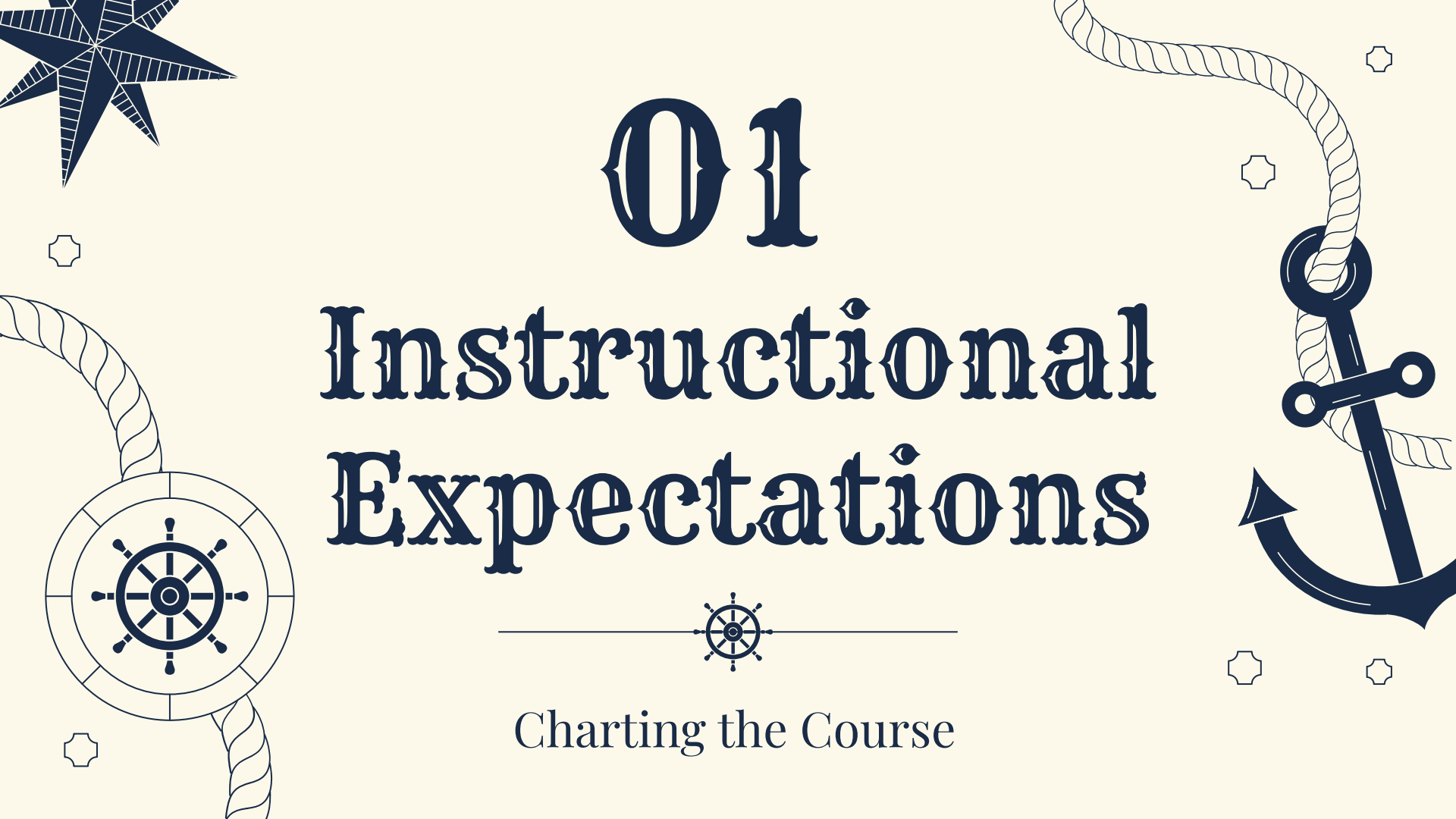


Consistency, Coherence & Belonging

- All CIP goals will be anchored to Consistency, Coherence and Belonging again this year.
- You have a document clarifying consistency, coherence, and belonging in your notebooks.

Clarification Document



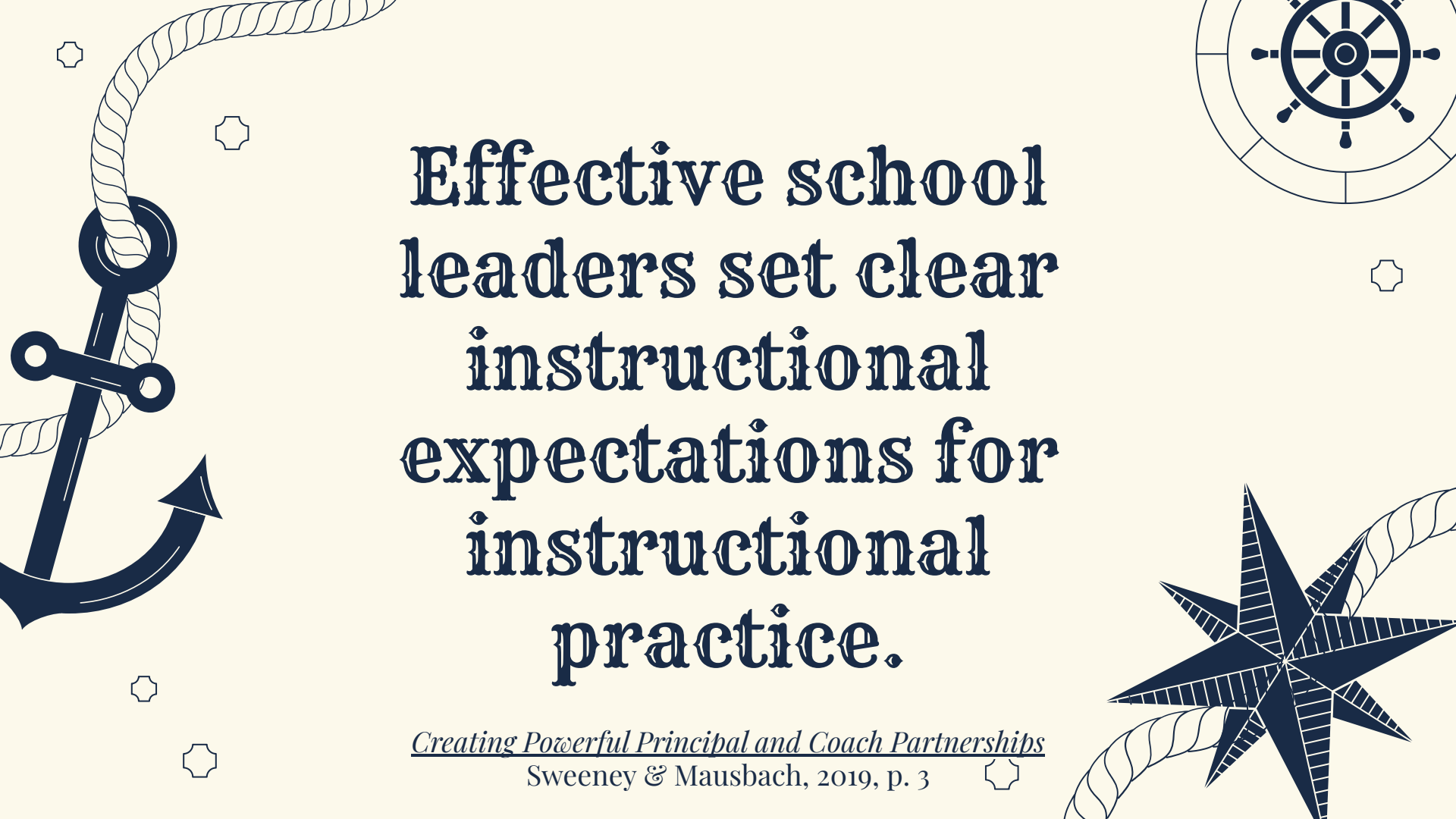


01

Instructional Expectations



Charting the Course



Effective school
leaders set clear
instructional
expectations for
instructional
practice.

Creating Powerful Principal and Coach Partnerships
Sweeney & Mausbach, 2019, p. 3

ACS Instructional Expectations

Focus on Alignment & Consistency

Defines Highly Supportive Classroom Environments

Defines High Quality Learning



INSTRUCTIONAL EXPECTATIONS

Intentional Lesson Design

Effective instruction begins with thoughtful planning that ensures every student has access to grade-level learning.

All teachers will:

- Plan meaningful, culturally relevant, and standards-aligned lessons with clear learning targets and success criteria.
- Use high-quality instructional materials, rigorous tasks, and grade-level texts.
- Anticipate misconceptions and embed appropriate scaffolds without lowering expectations.
- Incorporate multiple ways for students to access content and demonstrate understanding (oral, written, visual, symbolic, physical, digital).
- Intentionally integrate technology when it enhances learning, collaboration, creativity, feedback, or access—not simply for substitution.

High-Quality Instruction

Instruction is purposeful, engaging, and responsive to student learning.

All teachers will:

- Clearly communicate the learning target and purpose for learning.
- Maintain a strong sense of urgency and maximize instructional time.
- Use purposeful questioning that promotes higher-order thinking.
- Frequently check for understanding throughout the lesson, provide actionable feedback, and adjust instruction in real time.
- Maintain high expectations for student thinking and ownership throughout the lesson.

Student Thinking & Ownership

Students engage in the intellectual work of learning.

All students will:

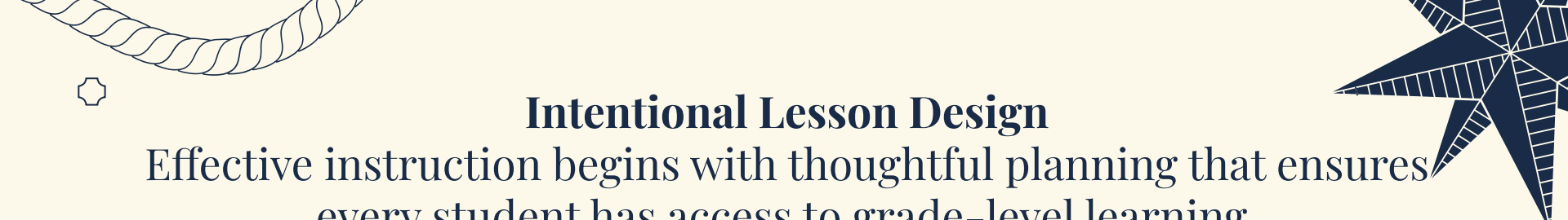
- Engage in meaningful academic discourse - explain, justify, & defend their thinking using evidence.
- Read, write, speak, listen, & think in every lesson.
- Collaborate productively with peers to deepen understanding.
- Use academic vocabulary accurately in speaking and writing.
- Represent their thinking in multiple ways (written, verbal, mathematical, visual, physical, digital).
- Ethically use learning tools, including technology.
- Monitor their own progress toward learning goals.

Positive Learning Environment

A positive classroom culture maximizes learning and belonging.

All teachers will:

- Build positive, respectful relationships with students.
- Establish predictable routines and procedures that maximize learning time.
- Create a safe, inclusive classroom where every student's diverse background is valued.
- Teach, reinforce, and consistently implement behavior expectations.
- Foster collaboration, curiosity, and productive risk-taking.
- Arrange the classroom to support interaction, collaboration, and engagement.
- Maintain a print-rich classroom with purposeful visual supports that enhance learning and student independence.

A decorative rope with a wavy pattern curves across the top left corner. A small, dark blue star with internal line patterns is positioned in the top right corner.

Intentional Lesson Design

Effective instruction begins with thoughtful planning that ensures every student has access to grade-level learning.

High-Quality Instruction

Instruction is purposeful, engaging, and responsive to student learning.

Student Thinking & Ownership

Students engage in the intellectual work of learning.

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Positive Learning Environment

A positive classroom culture maximizes learning and belonging.



02

Professional Development



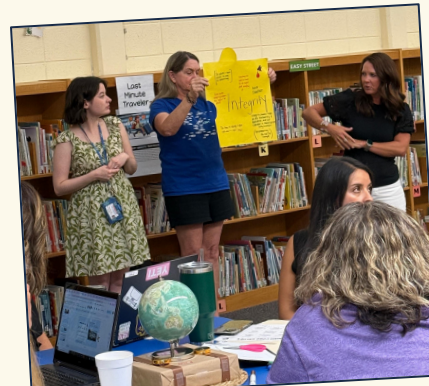
Strengthening the Crew

Professional Development

Board Policy: 1610/7800 Professional and Staff Development

The board believes a **strong relationship** exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a **high priority** on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers.

The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.



Professional Development for School Improvement

**Professional
Development
comes in
many forms....**



ACS Professional Development

ACS PROFESSIONAL DEVELOPMENT PLAN

2026-2027

August 6, 10-11, 2026	New Teacher Orientation
August 12-13, 2026	Optional Teacher Workdays
August 14, 2026	Required Teacher Workday - School-level PD Day
August 17, 2026	Required Workday - School-led District PD Day
August 18, 2026	Required Workday - Job-Alike Meeting Day
August 19-20, 2026	Required Workdays - School-level Work Days • August 19 - AHS/Zoo School Open House • August 20 - MS/Elementary/ECDC Open House
August 21, 2026	Required Workday - Convocation
September 23, 2026 1:30-3:30pm	Early Release Day - Professional Development • School-level Mindset Training
October 19, 2026	Required Workday - School-level Work Day
November 3, 2026	Required Workday • School-led District Professional Development (am) • School-level Work Day (pm)
November 25, 2026	Optional Teacher Workday
January 4, 2027	Required Workday - School-led District PD Day • School-led District Professional Development (am) • School-level Professional Development (pm)
January 5, 2027	Required Workday - School-level Work Day
February 15, 2027	Required Workday - Professional Development • School-led District Professional Development (am) • School-level Professional Development (pm)
March 15, 2027	Required Workday - School-level Work Day
March 26, 2027	Optional Teacher Workday
June 1-3, 2027	Required Workdays - School-level Work Days
June 4, 7-8, 2027	Optional Teacher Workdays

August 17

School-led District PD Day

Continuous Improvement Plan
Instructional Expectations
Analyzing Data
Coaching

November 3, January 4, February 15

School-led District PD

Vocabulary
New ELA Standards

ACS Professional Development Areas 2026-2027

- ◆ New ELA Standards
- ◆ Vocabulary Instruction
- ◆ Co-Teaching:
Promoting strategies for
access to ALL learners
- ◆ Mindset Training

ACS Expectations for Vocabulary Instruction

Asheboro
CITY SCHOOLS
A learning community of excellence!

1

WHAT: WORD SELECTION

- Consider what students already know and bring to the lesson or unit.
- Purposely select a limited number of words that:
 - Are **critical** to understanding the concept or context of the lesson or unit
 - Help students **connect** with the enduring understandings of the unit/topic
 - Appear **across content** areas
 - Are **aligned** to NCSCOS and appropriate for grade and content

2

WHEN: INTRODUCING VOCABULARY

- Three options for introducing vocabulary:
- **Pre-teaching** - Providing instruction at the beginning of a lesson
 - **Just in Time** - During the course of the lesson, as students need to use the word
 - **Formalizing** - At the end of a lesson, once students have explored the concept

3

HOW: TEACHING & REINFORCING

- There are many ways to teach and reinforce vocabulary. Best practices include:
- Capitalize on students' backgrounds and cultures
 - Provide visual supports
 - Include instruction of morphology, cognates, and context clues
 - Include scaffolds and classroom supports
 - Encourage oral and written production in context
 - Provide opportunities for meaningful practice
 - Make connections
 - Create ownership
 - Make it short and purposeful
 - Provide rich experiences for students to engage actively through multiple exposures



PRACTICES TO AVOID

- Introducing all vocabulary for an entire unit at one time
- Teaching vocabulary in isolation without connections to context or learning
- Long lists of vocabulary for students to learn
- Focusing on memorization and copying vocabulary or definitions
- Expecting vocabulary acquisition without instruction or practice

ACS Professional Development

	Description	Timing	Topics
District-Level Professional Development	Required PD aligned to district and state priorities	Required Workdays: • September 23 (early release) • November 3 (am) • January 4 (am) • February 15 (am)	Mindset (Sept 23) New ELA Standards PD Vocabulary PD
School-Level Professional Development	Designated PD aligned to the school's continuous improvement goals	Required Workdays: • August 14 • August 17 • November 3 (pm) • January 4 (pm) • February 15 (pm)	School Data Analysis CIP & Instructional Expectations Coaching Co-teaching I Love You Guys AI Guidelines
School-Level Layered PD	Differentiated large group, small group, and one-on-one PD to meet specific teacher needs	• Staff Meetings • Grade/Team Meetings • District Hot Topic Events • Coaching Sessions • Walkthroughs & Feedback	District Specialist Support (ML, AIG, EC, ELS, etc.) Curriculum Programs & Platforms MTSS Content-Specific Technology

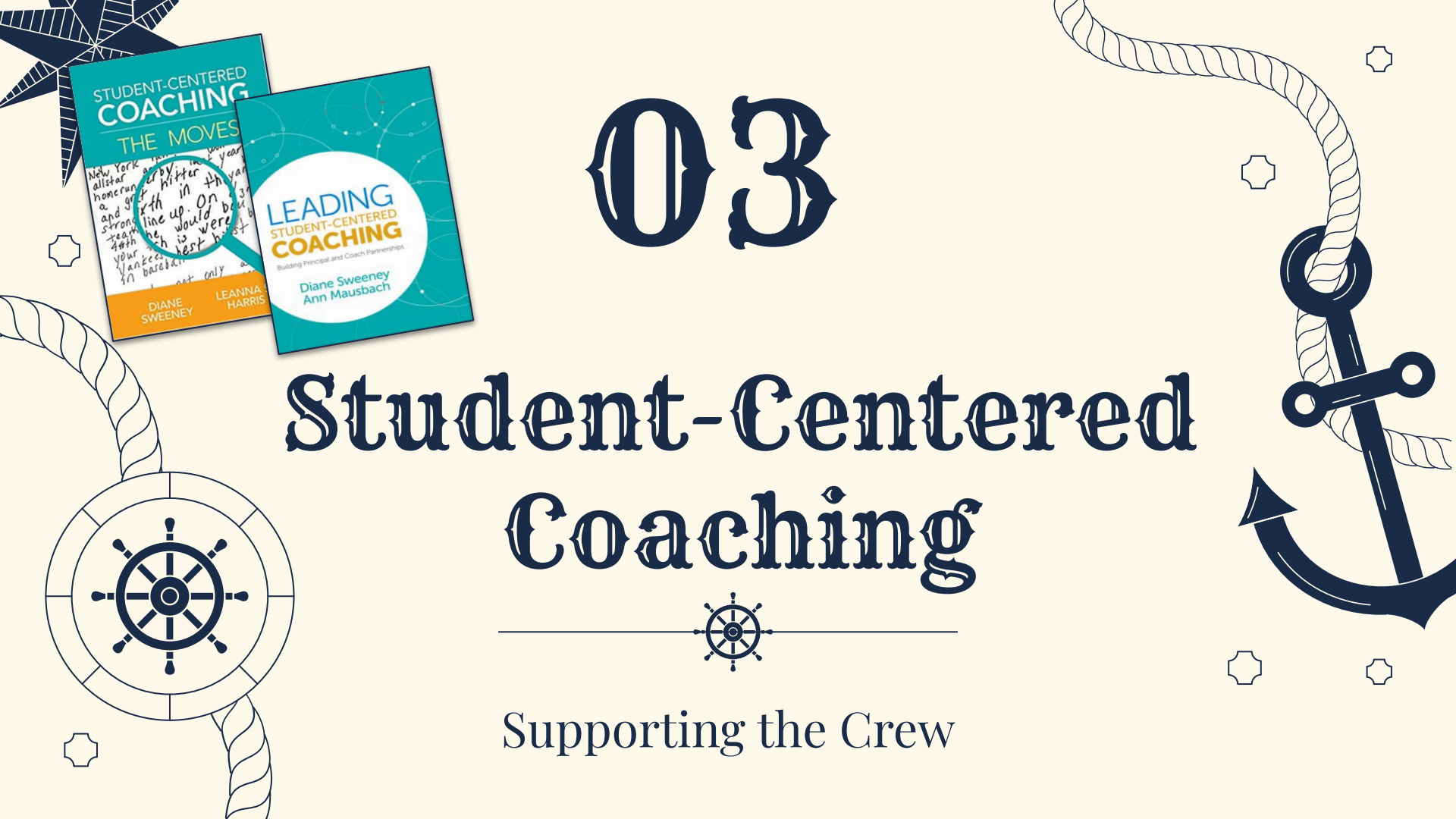
Differentiated Support

Where do teachers and teacher teams need more support with instructional expectations?

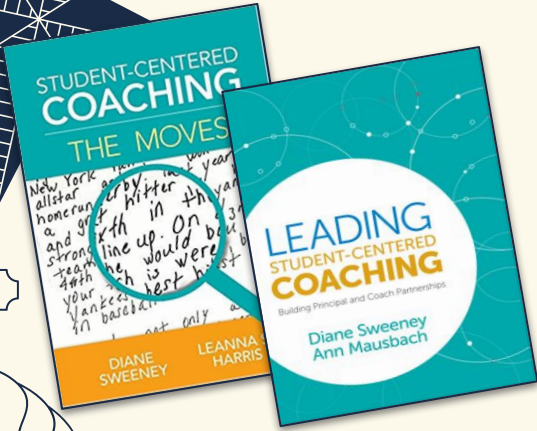
Which teachers are:

- Leaders in this area
- Need some support
- Novice level





03

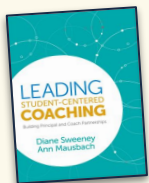


Student-Centered Coaching



Supporting the Crew

✧ *The goal is for everyone in the system to have the necessary knowledge and skills, not just one or two superstar teachers. For this type of shift to occur, it takes more than all hands on deck, it takes all hands rowing the in the same direction.*



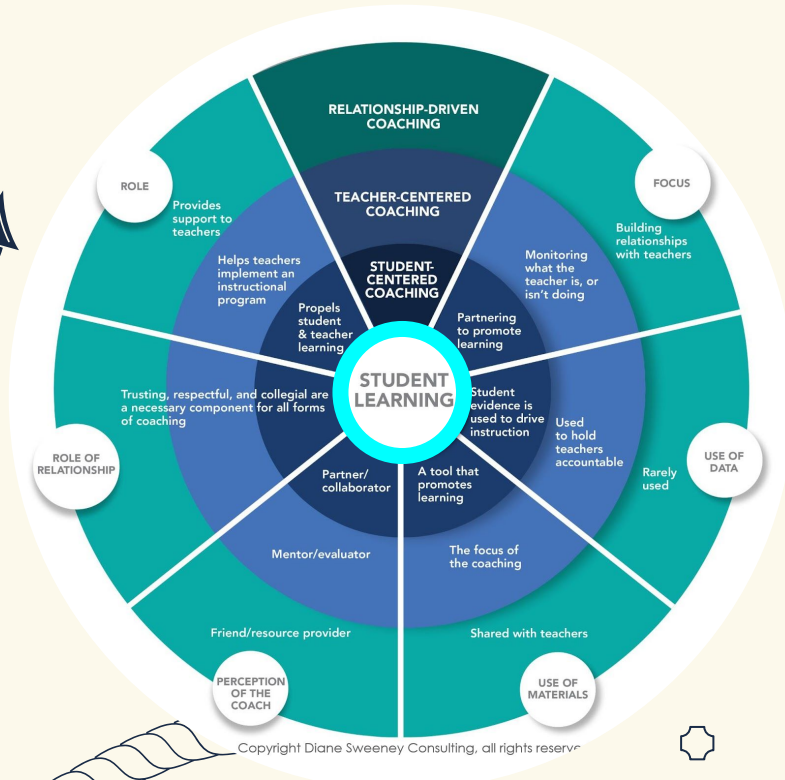
Leading Student-Centered Coaching – p. 25



Coaching

Coaching Isn't	Coaching Is
Evaluative	A partnership
Focused on making teachers do things	Focused on student learning
About fixing teachers	Good for our students
A waste of time	Outcomes and standards-based
Driven by the administrator or coach	Driven by teacher goals
Fixed and inflexible	Flexible and responsive
Something to avoid	Fun and interesting

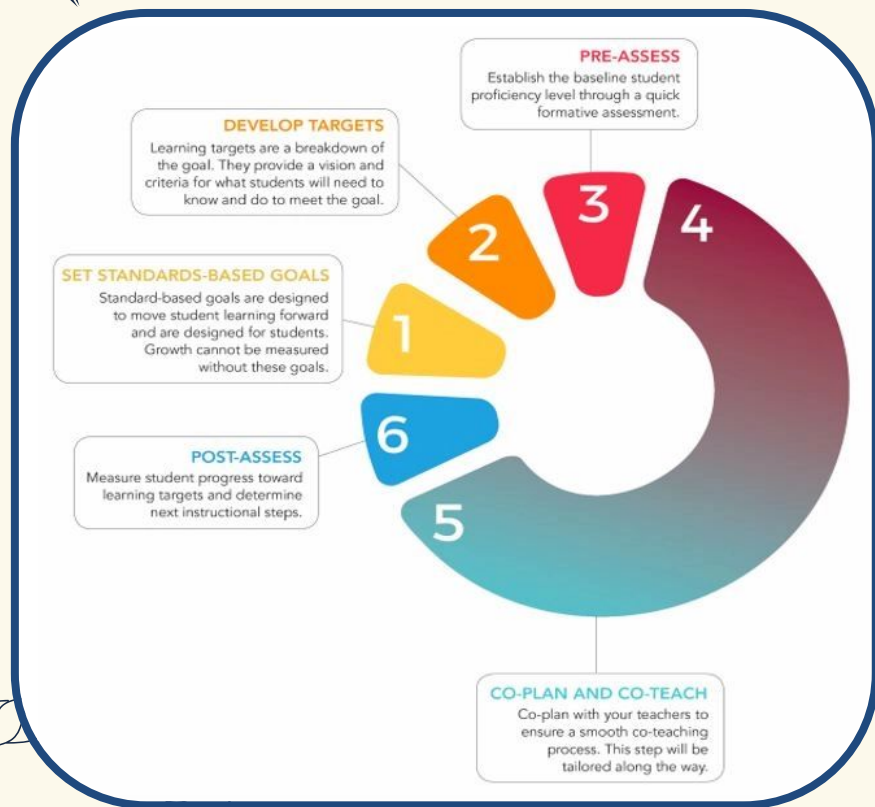
Student-Centered Coaching



Student-centered coaching is different from other approaches to coaching:

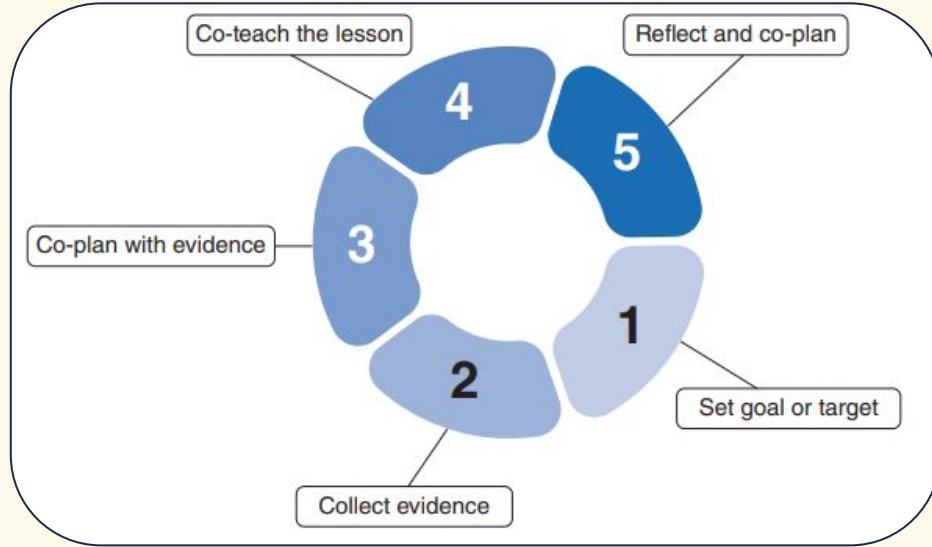
- ◆ Partnerships where coaches and teachers work collaboratively to reach their goals for student learning
- ◆ Assessment data used to analyze progress and design instruction
- ◆ Not to "fix" teachers or make teaching easier

Coaching Cycle



- Focuses on a goal for student learning that is driven by the standards
- Driven by a standards-based goal
- Lasts approximately 4-6 weeks
- Includes at least one weekly planning session (30-45 minutes) to analyze student work and design instruction
- Includes times for the coach to work alongside the teacher in the classroom (1-3 times per week)
- Can involve small groups, pairs, or individual teachers

Mini-Coaching Cycles



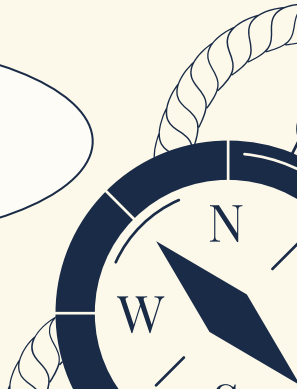
- ❁ Narrower in focus and shorter in duration
- ❁ Focuses on a single learning target
- ❁ Short-term partnerships that last 1-2 lessons
- ❁ Includes 1-2 co-planning sessions to analyze student work and design instruction
- ❁ Involves a single teacher

Setting Goals



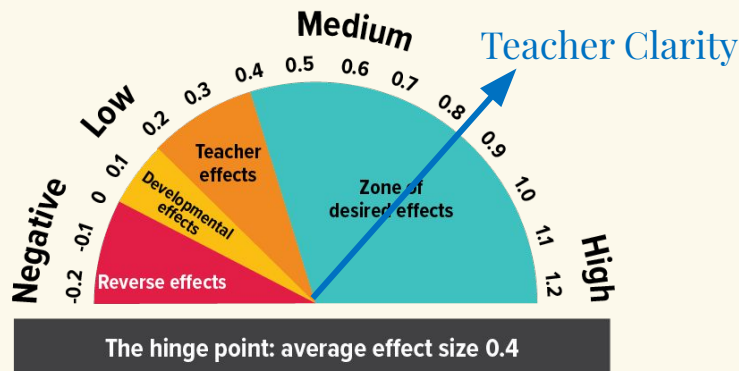
Coaches work side by side with teachers to help them reach their goals for student learning. This is how it all begins.

Creating a strong goal leads to a successful coaching cycle!

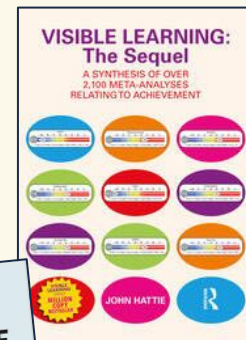
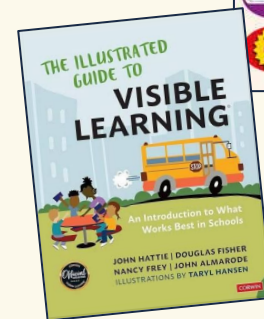


Teacher Clarity

Teacher clarity is one of the most potent influences on student achievement. With an **effect size of .85**, it has the potential to double the speed of learning, according to the Visible Learning[®] research.



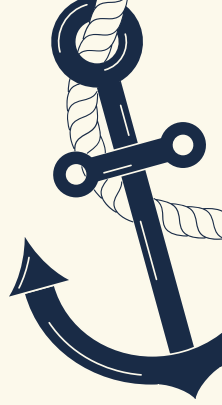
Adapted from John Hattie's book *Visible Learning*



Data Support

Acronym guide includes questions to consider when reviewing CIP plans, data presentations, or CIP school updates throughout the year.





The path to improving a system requires a shared depth of understanding about the improvements and work by all in the system.



Creating Powerful Principal and Coach Partnerships
Sweeney & Mausbach, 2019

Summer Programming

August 13, 2026

Deanna Wiles
Director of Curriculum and Academic Program Support
Julie Brady
GIC Project Director

Communities in Schools Freedom School



- Six week program June 15, 2026 – July 28, 2026
- Focus on literacy, leadership, and enrichment
- Held at Asheboro High School
- 40 students enrolled from rising 5th – rising 9th graders





Read to Achieve Camp



- Three week program July 13, 2026 – July 31, 2026
- Held at Lindley Park Elementary
- 100 students enrolled
- 72 hours of literacy instruction and literacy enrichment
- Opportunity to demonstrate proficiency





ML Camp



- Two week program held July 20, 2026– July 30, 2026
- Held at McCrary Elementary
- 14 students from grades 3–5 enrolled
- Focus on language goals and building background knowledge





Credit Recovery



- Held at Asheboro High School
- 68 students recovered at least one course
- 98 total courses were recovered



Global Innovation Center Summer Camps



SUMMER CAMPS AT THE GIC!



MINICRAFT CHALLENGE

Work with your teammates to build, explore, and solve problems using your creativity all within the world of Minecraft.

Date: June 29–July 1 **Time:** 8:30–11:30 **Location:** ACS Global Innovation Center **Grades:** Rising 3rd–5th
Cost: \$16 ACS Students; \$30 Non-ACS Students

BRICK BLAST

Design, build, and create using LEGO bricks while problem solving and developing engineering, programming, critical thinking, and teamwork skills.

Date: July 4–9 **Time:** 8:30–11:30 **Location:** ACS Global Innovation Center **Grades:** Rising 1st–3rd
Cost: \$20 ACS Students; \$40 Non-ACS Students

Date: July 13–16 **Time:** 8:30–11:30 **Location:** ACS Global Innovation Center **Grades:** Rising 4th–6th
Cost: \$20 ACS Students; \$40 Non-ACS Students

Date: July 20–23 **Time:** 8:30–11:30 **Location:** ACS Global Innovation Center **Grades:** Rising 4th–5th
Cost: \$20 ACS Students; \$40 Non-ACS Students

BLUE COMET ROCKET LEAGUE

Learn about the beginning of Esports and one of today's most popular games—Rocket League. Begin building your skills or fine tune the skills you already have. There will be daily matches and a mini-tournament on the final day.

Date: July 20–23 **Time:** 8:30–11:30 **Location:** ACS Global Innovation Center **Grades:** Rising 6th–8th
Cost: \$20 ACS Students; \$40 Non-ACS Students

DRONE DISCOVERY

Learn the basics of flying drones and complete daily flight challenges while also learning about the various careers that use drones in their daily work.

Date: July 27–July 30 **Time:** 8:30–11:30 **Location:** North Asheboro Middle School **Grades:** Rising 6th–8th
Cost: \$20 ACS Students; \$40 Non-ACS Students

FOR MORE INFORMATION:
JORDAN@ASHBORO.K12.NC.US

ACS GLOBAL INNOVATION CENTER
211 M. WALKER AVE.
ASHBORO, NC 27205

 **GLOBAL INNOVATION CENTER**
of Ashboro City Schools

 **spark**
Innovation
in Every
Classroom



SPACE IS LIMITED! PLEASE REGISTER AND PAY USING THE QR CODE. A LIMITED NUMBER OF SCHOLARSHIPS ARE AVAILABLE FOR ACS STUDENTS.



- Half-day camps beginning the week of June 29th through the week of July 27th
- **1st-2nd Grades:** *Brick Blast*
- **3rd-5th Grades:** *Minecraft Challenge, Brick Blast*
- **6th-8th Grades:** *Brick Blast, Blue Comet Rocket League, Drone Discovery*
- **Led by:** Julie Brady, Jessica Tinnin, and Six GIC Interns







Questions



Community Partners *Stronger Together*

August 13, 2026

Michelle Harger
Director of Support Services

It takes a community

Celebrating the partners who help every student thrive



Let us count the ways...

100+

Community Partners

Organizations, businesses, and individuals united for our students

9

Schools Supported

Every school in Asheboro City Schools benefits from community investment

1000s

Volunteer Hours

Dedicated time given freely to mentor, serve, and support

100%

Students Impacted

Every student reached through mentorships, programs, and experiences



By The Numbers

Countless Donations

Financial contributions that fund programs, supplies, and student experiences

School Programs

Enrichment, wellness, and career-readiness initiatives across campuses

Mentorships

Adults investing their time and wisdom in the next generation

Student Experiences

Field trips, industry tours, and real-world learning opportunities



Student Wellness

Mental Health Support

Counseling services
and crisis intervention
partners

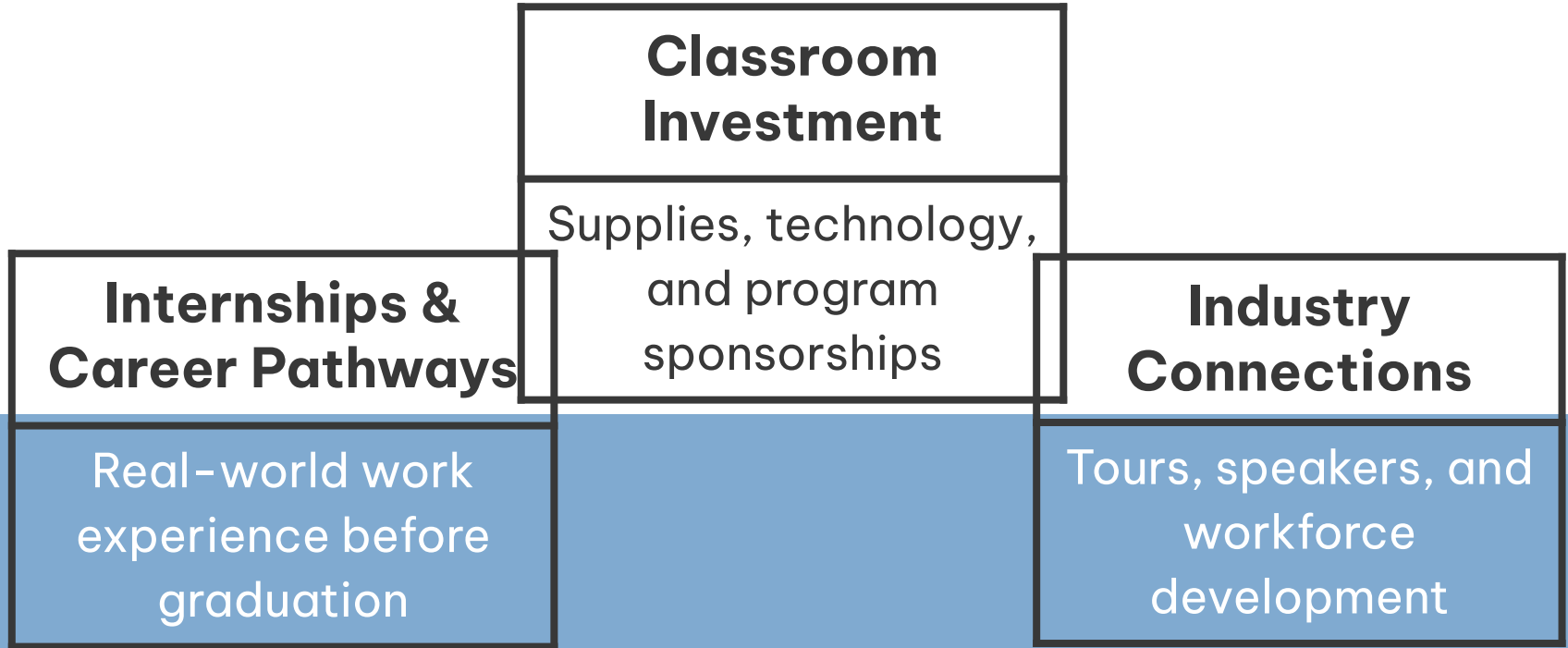
Nutrition & Food Access

Backpack programs,
food banks, and meal
support

Physical Health

Healthcare partners
providing screenings
and education

Business & Industry



Higher Education

Dual Enrollment

Students earn college credit while still in high school

Scholarship Pipelines

Financial pathways that make higher education

Campus Exposure

Visits and experiences that inspire college-going culture



Faith-Based Organizations

Scholarships & Financial Aid

Faith community investments in students' futures

Tutoring & Mentoring

Volunteers who give their time to walk alongside students

Family & Community Support

Food assistance, crisis care, and wraparound family services



Student Opportunities

Enrichment & Recognition

Incentive programs and celebrations that affirm student achievement

Leadership Development

Programs like Student L.I.F.T. and Leadership Randolph

Career Exploration

Industry labs, job shadowing, and hands-on skill-building



Partner Spotlight

05

powerful examples of community partnership
making a difference for Asheboro City Schools
students every day.



Building Tomorrow's Workforce



Driving
Possibilities



RANDOLPH COUNTY
PUBLIC LIBRARIES

MANUFACTURING
Institute
FAMEUSA

NC
works



RHINOLEXP
PRODUCTIONS

shift_ed



Toyota | North Carolina



Meeting Students Where They Are



COMET FELLOWS MENTORS

A Community in Schools Mentor Program at Asheboro High School



HOW YOU CAN HELP:

- ✓ Providing Support to Students
- ✓ Being an Example
- ✓ Building Relationships
- ✓ Working to Achieve a Student's Desired Success



Marquez Cassidy,
Coordinator

(336) 653-3068 mcassidy@asheboro.k12.nc.us



Supporting the Whole Child



Community Investment Beyond the Classroom



It Takes a Community



The Community Behind Every Success!



To every organization,
business, church,
volunteer, and individual
who invests in Asheboro
City Schools. Your
partnership creates
opportunities that change
lives.



While we have made every effort to recognize all of our valued partners, if we have unintentionally omitted anyone, please accept our sincere apologies. Your support is deeply appreciated and equally valued.



Questions?



2026-2027 Budget

August 13, 2026

Sandra Spivey Ayers,
Chief Financial Officer

Budget Highlights

- Certified Teachers/Instructional Support Staff/Assistant Principals received a pay step increase for experience and an average raise of 8%
- Principals received a 3% pay raise; effective Jan. 1, 2027 pay will change to base pay plus a supplement in January for growth
- Non-Certified and Central Office Staff received a 3% pay raise



Budget Highlights

- Bonus Payments
 - Teachers/Instructional Support Staff/Assistant Principals
 - 0-15 years \$ 500
 - 16+ years \$1,000
 - Principals/Non-Certified/Central Office Staff
 - Greater than or equal to \$65,000 \$1,000
 - Less than \$65,000 \$1,750



Budget Highlights

- Retirement Contribution Rate = 26.1%
6% increase over 2025-2026
- Annual Health Insurance Premiums = \$8,925
5% increase over 2025-2026



Local Current Expense Fund – Fund 2

- County Appropriation = \$8,287,283
 - increase of 5% over 2025-2026
- Supplemental Tax Projection = \$3,900,000
- Fines & Forfeitures and Interest
- Fund Balance Appropriated
- Total Budget = \$13,537,283



Local Current Expense Fund – Fund 2

- Local Supplements
 - Certified with Bachelors = 7.5% / EC Classroom 9.5%
 - Certified with Masters = 8.5% / EC Classroom 10.5%
 - Non-certified = 4.5%
- Additional Instructional Supplies allocation to schools
 - \$22.50 per ADM
- Charter School Transfers – \$875,000



Other Designated Accounts Fund – Fund 8

- Pre-K Programs
- Other Direct Grants (AFJROTC and Nurse Grants)
- Toyota Driving Possibilities Grant
- Indirect Costs and Tuition
- Total Budget = \$3,830,050



State Public School Fund – Fund 1

- Funding in Arrears - based on 25-26 ADM of 4,346
- 2025-2026 Allotments based on 24-25 ADM of 4,421
- Total Budget = \$42,478,928



Federal Grants Fund – Fund 3

- Final Allotments have not been received
- Based on Planning Allotments and Carryover
- Total Budget = \$4,447,231



School Nutrition Fund – Fund 5

- Sodexo Contract
- Community Eligibility Provision
- Meal Charges
- Dinner Program
- Total Budget = \$5,000,000



Enterprise Fund – Fund 7

- Afterschool Programs
- Catering
- Total Budget = \$400,000



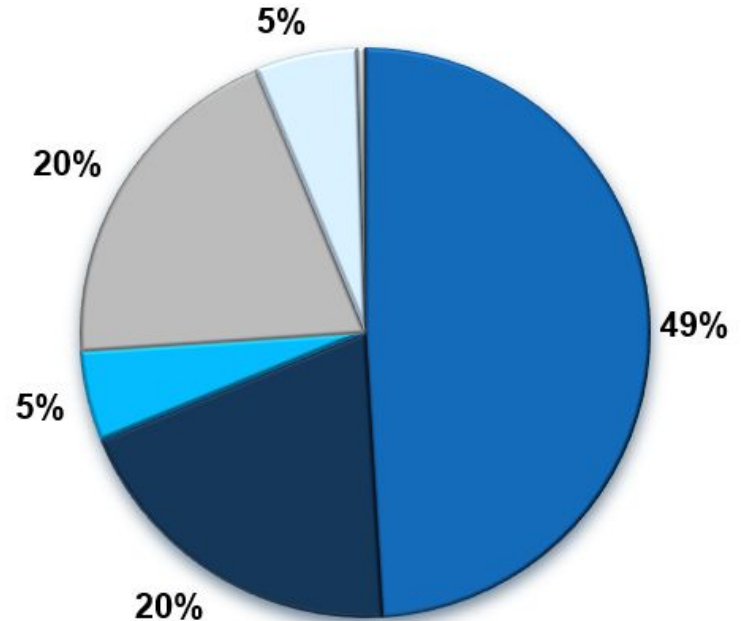
Capital Outlay Fund – Fund 4

- County Appropriation = \$1,099,511
 - increase of 1.6% over 2025-2026
- SAMS Renovation Project = \$15,053,000
- Total Budget = \$17,152,511



2026-2027 Total Budget

State	\$ 42,478,928
Local Current Expense and Other Designated Funds	\$ 17,117,333
Federal Grants	\$ 4,447,231
Local Capital Outlay	\$ 17,152,511
Child Nutrition	\$ 5,000,000
Enterprise Fund	\$ 400,000
	<u>\$ 86,596,003</u>



2026-2027 Total Budget vs Prior Year

	Prior Year 2025-2026	Initial Budget 2026-2027
State Public School Fund	\$ 41,080,085	\$ 42,478,928
Local Current Expense and Other Designated Funds	\$ 16,348,573	\$ 17,117,333
Federal Grants Fund	\$ 4,835,228	\$ 4,447,231
Capital Outlay Fund	\$ 28,765,150	\$ 17,152,511
School Nutrition Fund	\$ 5,000,000	\$ 5,000,000
Enterprise Fund	\$ 619,813	\$ 400,000
Total	\$ 96,648,849	\$ 86,596,003



Questions?



ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

Section 1: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services

5100 - Regular Instructional Services	3,561,783
5200 - Special Populations Services	820,000
5300 - Alternative Programs and Services	475,000
5400 - School Leadership Services	400,000
5500 - Co-Curricular Services	356,500
5800 - School-Based Support Services	560,000

System-wide Support Services

6100 - Support and Development Services	115,000
6200 - Special Population Support and Development Services	100,000
6300 - Alternative Programs and Services	3,000
6400 - Technology Support Services	390,000
6500 - Operational Support Services	4,665,000
6600 - Financial and Human Resource Services	430,000
6700 - Accountability Services	15,000
6800 - System-wide Pupil Support Services	50,000
6900 - Policy, Leadership and Public Relations Services	735,000
7200 - Nutrition Services	1,000

Non-Programmed Charges

8100 - Payments to Other Governmental Units	860,000
---	---------

Total Local Current Expense Fund Appropriation

13,537,283

Section 2: The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	8,287,283
Supplemental Taxes	3,900,000
Local Revenues	350,000
Fund Balance Appropriated	1,000,000

Total Local Current Expense Fund Revenue

13,537,283

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Other Designated Accounts Fund**.

Instructional Services	
5100 - Regular Instructional Services	215,000
5200 - Special Populations Services	488,750
5300 - Alternative Programs and Services	2,513,300
5800 - School-Based Support Services	260,000
System-wide Support Services	
6200 - Special Population Support and Development Services	80,000
6400 - Technology Support Services	38,000
6500 - Operational Support Services	235,000
Total Other Designated Accounts Fund Appropriation	3,830,050

Section 4: The following revenues are estimated to be available to the **Other Designated Accounts Fund**.

State and Federal Funds	1,648,300
Local Revenues	2,172,000
Fund Balance Appropriated	9,750
Total Other Designated Accounts Fund Revenue	3,830,050

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	24,505,253
5200 - Special Populations Services	6,600,000
5300 - Alternative Programs and Services	796,175
5400 - School Leadership Services	3,460,000
5800 - School-Based Support Services	2,910,000
System-wide Support Services	
6100 - Support and Development Services	337,000
6200 - Special Population Support and Development Services	148,000
6400 - Technology Support Services	600,000
6500 - Operational Support Services	1,561,000
6600 - Financial and Human Resource Services	779,000
6700 - Accountability Services	97,500
6800 - System-wide Pupil Support Services	120,000
6900 - Policy, Leadership and Public Relations Services	520,000
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	42,478,928

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	42,478,928
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ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	318,096.64
5200 - Special Populations Services	1,397,717.79
5300 - Alternative Programs and Services	1,923,405.67
5400 - School Leadership Services	5,500.00
5800 - School-Based Support Services	391,822.70
System-wide Support Services	
6100 - Support and Development Services	84,725.00
6200 - Special Population Support and Development Services	80,100.00
6300 - Alternative Programs and Services	200.00
6500 - Operational Support Services	58,087.50
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	64,572.90
8200 - Unbudgeted Reserve	123,002.80
Total Federal Grants Fund Appropriation	4,447,231.00

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Grants Fund Allocation	4,447,231.00
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ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **School Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	4,850,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	150,000
Total School Nutrition Fund Appropriation	5,000,000

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	4,570,000
State and Local School Nutrition Fund	430,000
Total School Nutrition Fund Revenue	5,000,000

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Enterprise Fund**.

Instructional Services	
5300 - Alternative Programs and Services	369,200
Ancillary Services	
7100 - Catering Services	30,800
Total Enterprise Fund Appropriation	400,000

Section 12: The following revenues are estimated to be available to the **Enterprise Fund**.

Local Revenues	400,000
Total Enterprise Fund Revenue	400,000

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026

Section 13: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	17,152,511
Total Capital Outlay Projects	17,152,511

Section 14: The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation	4,099,511
Needs Based Public School Capital Fund	12,053,000
Fund Balance Appropriated	1,000,000
Total Capital Outlay Fund Revenue	17,152,511

Section 15: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	13,287,283
Other Designated Accounts Fund	3,830,050
State Public School Fund	42,478,928
Federal Grants Fund	4,447,231
Child Nutrition Fund	5,000,000
Enterprise Fund	400,000
Capital Outlay Fund	17,152,511
	86,596,003

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2026-2027
Adopted August 13, 2026**

- Section 16:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.
- Section 17:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:
- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
 - B. Between purposes of the same fund without a report to the Board of Education being required.
 - C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.
- Section 18:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 13th day of August, 2026

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

CALENDAR OF UPCOMING EVENTS - (August/Sept.) - August 13, 2026 Board Meeting			
Friday, August 14	All Day	Required Teacher Workday	All Schools
Monday, August 17- Friday, August 21	All Day	Required Teacher Workday	All Schools
Friday, August 21	10:00 a.m.	Convocation	AHS Performing Arts Center (PAC)
Wednesday, August 19	4:00-6:00 p.m.	Asheboro High School Open House	Asheboro High School
Wednesday, August 19	4:00-7:00 p.m.	Asheboro High School - Zoo School Open House	Asheboro High School Zoo School
Thursday, August 20	2:00-5:00 p.m.	Early Childhood Development Center (ECDC) Open House	Early Childhood Development Center (ECDC)
Thursday, August 20	3:00-6:00 p.m.	Elementary Schools Open House	All Elementary Schools
Thursday, August 20	4:00-7:00 p.m.	Middle Schools Open House	All Middle Schools
Monday, August 24	All Day	First Day of School	All Schools
Monday, September 7	All Day	Holiday	All Schools
Monday, September 7	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Thursday, September 10	5:00-6:30 p.m.	Donna Lee Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Thursday, September 10	6:30 p.m.	Board of Education Meeting	Professional Development Center (PDC)
Wednesday, September 23	11:30 a.m. Elementary 12:30 p.m. Secondary	Early Release Day/Staff Professional Development	All Schools
		Calendar Link: ACS Welcome Center Calendar	